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ABSTRACT

A project was conducted at the Lake Washington Vocational Technical Institute to develop a curriculum and provide a pilot class in the consumer and homemaking program to address the needs of persons with the dual role of homemaker and wage earner. The format chosen for the course was a series of seminars to be conducted on-site at business offices or industries. This document contains the course outline, background materials, and learning activities that an instructor would need to present the course. The first sections of the publication describe the course; give background information about dual-role families and their needs; and provide tips for preparing the course, suggestions for presentation, and an evaluation sheet. The four sessions suggested for the course are then outlined. For each session, learning objectives, background notes, learning activities, and seminar questions are included. A bibliography completes the course guide. (KC)

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MANAGING MULTIPLE ROLES

DUAL ROLE HOMEMAKER/WAGE-EARNER

FINAL REPORT

Project No. 83-ANQ(128)NB

Curriculum Development Project
Conducted Under Public Law 94-482

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August 1983

RESEARCH COORDINATING UNIT
Washington State Commission for Vocational Education

CE038818

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MANAGING MULTIPLE ROLES

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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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August 1983

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Final Report

Managing Multiple Roles

Description of Project

The purpose of this project is to develop curriculum for a series of classes and provide a pilot course to be taken by both males and females in the Consumer and Homemaking program that addresses the subject matter of: Addressing the needs of managing multiple roles.

The curriculum to be developed will be for a series of four seminars to cover the following topics as related to the problems of managing multiple roles:

Seminar 1. Changing female/male roles.
Couple relationships.
Stress management/burn-out.

Seminar 2. Child care issues.
Special problems of the wage earner as a parent.

Seminar 3. Time management skills for home and career.
Management of the finances of a two-income family.

Seminar 4. Foods and nutrition.
Community resources.

The curriculum was developed by Home and Family Life professional Marsha Riggers. The curriculum includes a scope and sequence, student learning objectives, learning activities, teacher resources, written evaluation and a bibliography for each seminar.

The seminars will be implemented Fall Quarter 1983 and will be evaluated by a student and teacher evaluation form. The Advisory Committee will meet to review the evaluations and suggest revisions by December 30, 1983.

This project began January 1983. The curriculum was completed June 1983. A pilot class was conducted Fall Quarter 1983.

Objectives

Overall objective: To develop a curriculum and provide a pilot class in the Consumer and Homemaking program at the Lake Washington Vocational Technical Institute that will address the needs of the dual role of wage earner/homemaker (female and male).

Subobjective 1

To increase the number of on-site courses offered to industry or business from zero to a minimum of one course offering per co-sponsoring business or industry by June 30, 1983.

Subobjective 2

To develop a delivery system for co-sponsorship of on-site courses offered to industry or business from zero to a minimum of one delivery system by June 1983.

Subobjective 3

To develop student learning objectives that reflect the needs of the dual wage earner/homemaker. No such student learning objectives now exist, but at least three student learning objectives for each seminar session will be written by June 1983.

Subobjective 4

To determine learning activities appropriate to the objectives for the aforementioned courses. No formalized learning activities now exist, but a plan for each seminar will be developed by May 1983.

Subobjective 5

To gather up-to-date teacher resources at Lake Washington Vocational Technical Institute that will be used to develop learning activities and teach the aforementioned classes. No new teacher resources have been acquired recently, but current resources will be reviewed and listed in a bibliography by August 1983.

Subobjective 6

To design an evaluation instrument at Lake Washington Vocational Technical Institute that can be used by students and business or industry for the aforementioned course. No such evaluation instrument now exists that will specifically assess a curriculum designed for this course, and will be developed by June 1983.

Procedures

Marsha Riggers, professional curriculum specialist, was hired to research and write the curriculum. The pilot course was taught by a team, Marilyn Farrell and Jack Wood.

Evaluation

A pretest - post test evaluation tool based upon the student learning objectives was developed. Revisions in the curriculum were made based upon the evaluation.

Conclusions

The curriculum meets an identified need of a majority of the working population. The delivery system makes the program available to those who need the information. The curriculum is designed so that it could be presented as an entire series or as individual seminars.

Statement of the Problem

There is an abundance of information and materials available to help people plan for improving the quality of their lives, but that information needs to be consolidated from its many sources and presented in a format by which it will be utilized. In addition, the information presented must speak to the unique needs of the person with the dual role of wage earner/homemaker.

The 1981 Community Needs Survey identified "personal relationships" as an area in which a high percentage of respondents desired to take courses. Eighty-five percent of the respondents indicated a need for a course to be offered to the community in how to manage the dual role of homemaker and wage earner.

Respondents also strongly indicated a desire for seminars no longer than two hours in length. Problems that prevent people from taking courses were identified as:

(1) Courses were too far away.
(2) Lack of transportation.
(3) Lack of day care.
(4) Too busy.

By offering this series of seminars on the site of a cooperating industry, the needs for both curriculum content and convenient delivery system can be met.

The expected educational contribution is that students will gain knowledge and confidence in their ability to manage a combination of homemaking and wage earner as a career. The curriculum will be available to institutions and business and industry throughout the state.

Employees who have these skills will be of more value to their employer, as well s providing for improving the quality of life of the student.

The divorce rate per 1000 population more than doubled between 1960 and 1974. There has been a significant increase in the last decade in the number of children living in single-parent families. Growth rates in the

labor force participants and greater availability of mroe adequate assistance payments have increased the potential for single parents of establishing independent living arrangements.

The number of children living in families headed by a single parent doubled between 1960 and 1974. It is predicted that for children born in the 1970s, two out of five will live for some period with a single parent.

Assumption of Future Conditions

Education of the dual role of wage earner/homemaker in the Lake Washington Vocational Technical Institute service area includes the following assumptions regarding future conditions:

1. The Lake Washington Vocational Technical Institute will need to serve more and more of the population in the service area because of the population growth and because of the expanding programs and greater visibility of the Vocational Technical Institute.

2. Economic conditions for the near future in the service area include rising unemployment, inflation, rising cost of goods and services, and increasing taxes, all of which will make the need for education more pronounced. These factors also contribute to the rising numbers of dual homemakers/wage earners and the personal pressures on them.

The Vocational Technical Institute can help males and females prepare to meet the challenges that face them as they proceed into this dual role.

Justification for the Proposal

This project warranted the expenditure of funds because the curriculum materials developed may be shared with any educational institution or agency requesting them. An expected outcome of the courses is that the students will be better prepared to handle the difficult dual role of wage earner/homemaker, thereby improving both their quality of life and production on the job. Research has shown that a worker's job production is greatly affected by the worker's abilities to handle his or her personal problems.

Since 1973, the percentage of families living below the poverty line has increased appreciably. Inflation and economic depression has resulted in a vast increase in the numbers of dual homemakers/wage earners.

Although many are single parents, economic conditions have forced millions of previously full-time homemakers into the new dual role of homemaker/wage earner.

Pressures on the split-shift family contribute to the high divorce rate. Courts are now frequently awarding custody of children to fathers, or giving joint custody to mother and father.

In the 1981 Community Needs Survey, 85.08% of the respondents (both females and males) indicated that it is important to have the skills to balance a home and career. A verbal survey of local industrial and business leaders indicated a great need for this kind of course to be offered to their employees, preferably at their place of business.

The 1981 Community Needs Survey identified that people want courses which are in seminar format, for which they do not have to drive long distances or provide their own day care. A separate verbal survey has indicated a strong interest by the business community to have courses available to employees at the place of work.

The concept of the delivery system of seminars offered on-site with cooperation between the Vocational Technical Institute and business needed to be developed and tested. Employers identify that problems at home are the largest cause of worker absenteeism. In addition, the curriculum area of dual role wage earner/homemaker needed to have developed a scope and sequence for the entire subject matter area, student learning objectives developed, learning experiences determined, teacher resources identified and procured, and bibliographies developed.

Although books and articles are available, there was a need for a comprehensive curriculum that can be used in an on-site situation that makes the information available to workers that are so busy meeting the responsibilities of their dual role they do not have time to look for and read books.

A defined curriculum will attract, retain and serve many students. Co-sponsoring the course with a local industry or business can develop a relationship and system that can facilitate future courses offered by the Vocational Technical Institute to industry and the business community.

Course Description

PROJECT: Curriculum for "Dual Role Homemaker/Wage Earner" or "How to Survive with Multiple Roles"

DESCRIPTION: A series of four classes (seminars) to cover topics related to the problems of individuals who are both homemakers and wage earners.

Session One: Roles, Relationships, and Stress

Session Two: Children and Parents (or What To Do With the Kids)

Session Three: Management for Survival

Session Four: Food as a Life Style

FORMAT: Time 1-1/2 hours

Opening	10 min.	Introductions, Session 1. Discussion of readings or observations during previous week.
Presentation	15 min.	Short lecture to include background research on issues, raise questions.
Focus	20 min.	Identify group concerns, major issues.
Learning Activity	15 min.	Individual or small group activity designed to focus on session issues.
Seminar Questions	20 min.	Questions to assist individuals in analyzing personal values and goals related to session issues.
Tie-up	10 min.	Focus on major considerations, approaches or courses of action.

SETTING: On site at a business, industry during or following working hours.

Session One: ROLES, RELATIONSHIPS AND STRESS

Student Learning Objectives:

1. Describe the nature of values, goals and philosophies of life and their significance in human interaction.

2. Analyze family member roles and the relationship to family organizational patterns.

3. Analyze interdependence among the family, community and society.

4. Identify stress producing factors in human relationships.

Concepts:

Traditionally status and success for men has been in the world of work - for women in the home.

Provider role has been a key male role.

Public practice and policy may weaken traditional family structure.

Conflict may be the result of different values, goals or philosophies, competition for time, attention, resources of power.

Unresolved conflict inevitably produces stress.

Stress is more closely related to planning (managing) than in doing of tasks.

Session Two: CHILDREN AND PARENTS (or WHAT TO DO WITH THE KIDS)

Student Learning Objectives:

1. Describe ways of meeting social, emotional and intellectual needs of children.

2. Analyze the influence of two or more children on family members.

3. Identify characteristics of quality care for children outside the home.

Concepts:

All adults participate in the provision of a quality growing environment for children.

The lives of all family members are integrally involved with the work world.

Being a parent may be enriching but can also cause stress in a relationship partly because of the loss of free time.

"Role strain" is not caused by combining a job and marriage but rather is connected to having children.

Satisfactory child care is essential to the success of an employed parent.

Child care is the family work most likely to be shared by contemporary couples - though fathers tend to engage in play activities while mothers do maintenance duties.

Sharing responsibility for children requires that women give up imposing their own standards.

Session Three: MANAGEMENT FOR SURVIVAL

Student Learning Objectives:

1. Describe how resources may be allocated and managed to meet the needs of all family members.

2. Identify personal values and goals which may influence selection of money management plans.

3. Analyze the impact of housing conditions on physical, social and psychological well being of individuals.

Concepts:

The way a couple handles money reveals a lot about their relationship.

Money is power - fights over money are nearly always fights over other things.

Handling money can be a source of strife for some and a source of solidarity for others.

There is no perfect financial arrangement.

Money readily points out value differences.

The presence of children alters established decision-making processes regarding money.

Time management is dependent upon the participation of all family members based upon identified values and goals.

Session Four: FOOD AS A LIFE STYLE

Student Learning Objectives:

1. Analyze the environment, social and cultural factors which determine how individuals make food choices.

2. Analyze the relationship between individual and family values and decisions made regarding selection, preparation and service of food.

3. Apply basic nutrition principles to maintain personal appearances and mental, physical and emotional health.

Concepts:

Family food choices are made increasingly by men.

Preparation chores are frequently shared by family members.

Food habits are part of a total life style of individuals and families.

The most important thing about food is how you feel about it.

Nutrition knowledge is tempered by social and economic considerations.

Overview

Managing Multiple Roles

The challenge of men and women working to achieve satisfying employment and a quality family life - that is the challenge of Managing Multiple Roles! Nearly everyone today has more than one role. We are family members, spouses, partners, employees, community members, volunteers, etc. Our very survival is dependent on our ability to cope; to juggle all our roles and still meet our own needs as well as those of others.

In the past fifty years the changes in family structure and society's perception of women's and men's roles have created a great deal of frustration and stress. True, many of those changes may have stimulated some new thinking.

Family Structure

The nuclear family - husband, wife and young children in their own houshold - is often considered the "ideal" family. Here the man is the breadwinner; the woman remains at home. In recent years the child bearing period of a couples life has shortened with two children born approximately two years apart. Thus, the life style of the mother has changed - half a life time remains after the children are raised.

It is not uncommon for couples, particularly those with careers, to remain childless by choice. As they develop and grow in their professions, it becomes increasingly difficult to take "time out" for children. Many such couples have created a satisfying life style which they are reluctant to change, much to the dismay of some families and friends.

There is a distinct increase in children being born to couples who have established careers and have chosen parenthood in their late thirties and even early forties. Major changes in living patterns confront these couples, particularly if there is more than one child. It is not easy to organize a career, personal time, time with a spouse, child care and time with children. But many couples claim that parenthood with one child is definitely easier than with two. (You may not have to be an older parent to have those feelings!)

Perhaps the greatest challenges are faced by the single parent. About 20% of all families are maintained by one parent - twice as many as in 1970. The median income of families maintained by women (whether as a single parent or in a couple situation) is only about half the median income of families maintained by men. Many of these families face not only economic pressure, but may find social interaction strained or broken.

While the divorce statistics remain about the same, husband and wife households still comprise the majority of families. Blended families are common - yours, mine and ours - all learning in new relationships. One child in ten lives in a blended family. Roles and duties of stepparents and children are not clearly defined.

The increase in family structure variations - childless, delayed, single parent and blended - suggest that a new look at the roles of women and men may be necessary.

No family structure is necessarily constant or even predictable. But certain family functions must be met and remain relatively stable, such as: socialization of the children, economic support of the family and sociopsychological needs of family members.

Roles

The declining birth rate and economic rewards have been major factors contributing to the increase of women in the work force. As women spend greater time away from the home, major questions arise as to the division of labor for household tasks as well as the care of children. There are no clear-cut norms for the conbination of roles such as career and family. It is difficult, if not impossible, to realize all values at once; to fully pursue both a professional career and maintain previous standards related to the importance of family life and children.

Stress may be reduced when couples change their expectations about what will get done at home and who will do it. Any change at home, particularly after a pattern has been established, will produce tension. Some men feel threatened and some women feel guilty. Men grew up believing that the power was theirs as head of the household and wage earner. And the fact remains that women still maintain responsibility for the domestic sphere regardless of the number of hours worked or the level of education.

There are advantages, however, to dual career families. Husbands and wives learn to respect each other as individuals, each with a separate identity; sharing many things together and having a pride in each others accomplishments. Maintaining multiple roles require that each individual be prepared to give up some previous "power" for the sake of building a life together. Men with career wives will have to understand that the home may not run as efficiently and women will have to accept the fact that if husbands are willing to assist in household tasks the standard may not be like their own.

Women, for the most part, spend their early lives preparing for a role as wife and mother. They learn, and are taught, housekeeping and child care skills. Very few women are prepared for the world of work in terms of a profession or a career.

On the other hand, men spend their early lives preparing for work. Sports and odd jobs are designed to develop "competitiveness" and a sense of responsibility. Men are not expected to understand children, plan a menu or prepare food other than for the barbeque, although some do.

Perhaps it is time for a change, time to realize the full potential of women and men. Homes and families can provide security, support, warmth and love. Work can provide a challenge, improved self-esteem and a sense of control over life. But only as we realize how important the functions of home and work are to both men and women will we rise to the challenge of managing our multiple roles.

Suggestions for the Instructor

This course was designed to be taught in four weekly 1-1/2 hour sessions. The suggested time frame for each session is merely a guide and may be adjusted to meet the needs of students..

Format:

OPENING	- 10 min.	Introduction, Session One Discussion of readings or observations during previous week.
PRESENTATION	- 15 min.	Short lecture to include background research on issues, raise questions.
FOCUS	- 20 min.	Identify group concerns and major issues.
LEARNING ACTIVITY	- 15 min.	Individual or small group activity designed to focus on session issues.
SEMINAR QUESTIONS	- 20 min.	Questions to assist individuals in analyzing personal values and goals related to session issues.
TIE-UP	- 10 min.	Focus on major considerations, approaches or courses of action.

Because of the nature of the materials, it is quite possible that LEARNING ACTIVITIES and SEMINAR QUESTIONS could consume more time than available. It will be imporatant to assist students in keeping the discussions focused on the major issues.

Each session constains some Background Notes or material to assist you in preparing the introductory lecture or PRESENTATION for that session. Additional resources are located in the Bibliography. Whenever possible, it is recommended that current literature, particularly the newsstand variety, be brought to the students attention as a resource. Many articles are currently appearing on the topics of all four sessions and many of them will add insight (and certainly different opinions) on many of the issues.

Use the FOCUS time of each session to determine the particular needs, interests or concerns of each class related to the session topic. The Student Learning Objectives offer an overview of that session's intent but students may have need to place more emphasis on one objective than on others.

The Concepts which follow the Student Learning Objectives provide clues as to possible issues and suggest a particular focus related to the objectives. Obviously there are many different paths which may be taken but only a limited amount of time.

If time is a factor, a choice may need to be made among the suggested LEARNING ACTIVITIES. Depending upon the size of the class, students may work either alone or in small groups (2-4).

SEMINAR QUESTIONS are designed to clarify the thinking of students on specific issues. Provide a brief period of time for students to collect their thoughts and make notes of ideas or responses to be shared.

You may wish to add questions, or alter the suggested questions to more nearly meet the needs of students or reflect local trends.

It will be impossible to obtain firm answers to all questions; but through discussion, it may be possible to come to creative compromise or heighten student interest in the issues and their implications.

In order to maintain an open atmosphere, students should complete the short evaluation form at the end of each session during TIE-UP. This will suggest modifications for the future sessions or questions which should be dealt with in the next session.

Preparation Tips

Sufficient copies of the following should be prepared for each student:

Session One

1. Overview article - Managing Multiple Roles
2. Session One Student Learning Objectives and concepts
3. Learning Activities A, B, and/or C
4. Seminar Questions

Session Two

1. Session Two Student Learning Objectives and concepts
2. Learning Activity A
3. Seminar questions
4. Learning Activity A for Session Three
   (The results will be discussed during the OPENING of Session Three)
5. Optional - Background Notes

Session Three

1. Session Three Student Learning Objectives and concepts
2. Learning Activity B
3. Seminar Questions
4. Learning Activity A for Session Four
   (Students will need to bring this completed activity to Session Four)

Session Four

1. Session Four Student Learning Objectives and concepts
2. Learning Activity B
3. Seminar Questions

Student EVALUATION SHEETS will be needed for each session.

Evaluation Sheet

TO BE COMPLETED BY STUDENTS AFTER EACH SESSION

Session _____ Date _____

I liked . . . .

The session helped me . . . .

I wish we had . . . .

In the future we should . . . .

Other . . . .

SESSION ONE

Roles, Relationships and Stress

Student Learning Objectives

Background Notes

Learning Activity A - Pie of Life

Learning Activity B - Value Clarification

Learning Activity C - Communication Inventory

Seminar Questions

Session One: ROLES, RELATIONSHIPS AND STRESS

Student Learning Objectives:

1. Describe the nature of values, foals and philosophies of life and their significance in human interaction.

2. Analyze family member roles and the relationship to family organization patterns.

3. Analyze interdependence among the family, community and society.

4. Identify stress producing factors in human relationships.

Concepts:

Traditionally status and success for men has been in the world of work - for women in the home.

Provider role has been a key male role.

Public practice and policy may weaken traditional family structure.

Conflict may be the result of different values, goals or philosophies, competition for time, attention, resources or power.

Unresolved conflict inevitably produces stress.

Stress is more closely related to planning (managing) than in doing of tasks.

BACKGROUND NOTES

Stress:

Some researchers feel that everyday hassles contribute more to illness and depression than major life changes.

One strong predictor of illness is a lack of closeness to family or friends. "Company prevents misery."

More important than the trials in one's life is how one deals with them.

The ability to cope (coping skills) is dependent upon:

A sense of control of one's life

A network of friends or family to provide "social support"

Flexibility

Hopefulness

LEARNING ACTIVITY A

PIE OF LIFE

The following circles represent a segment of your lives.

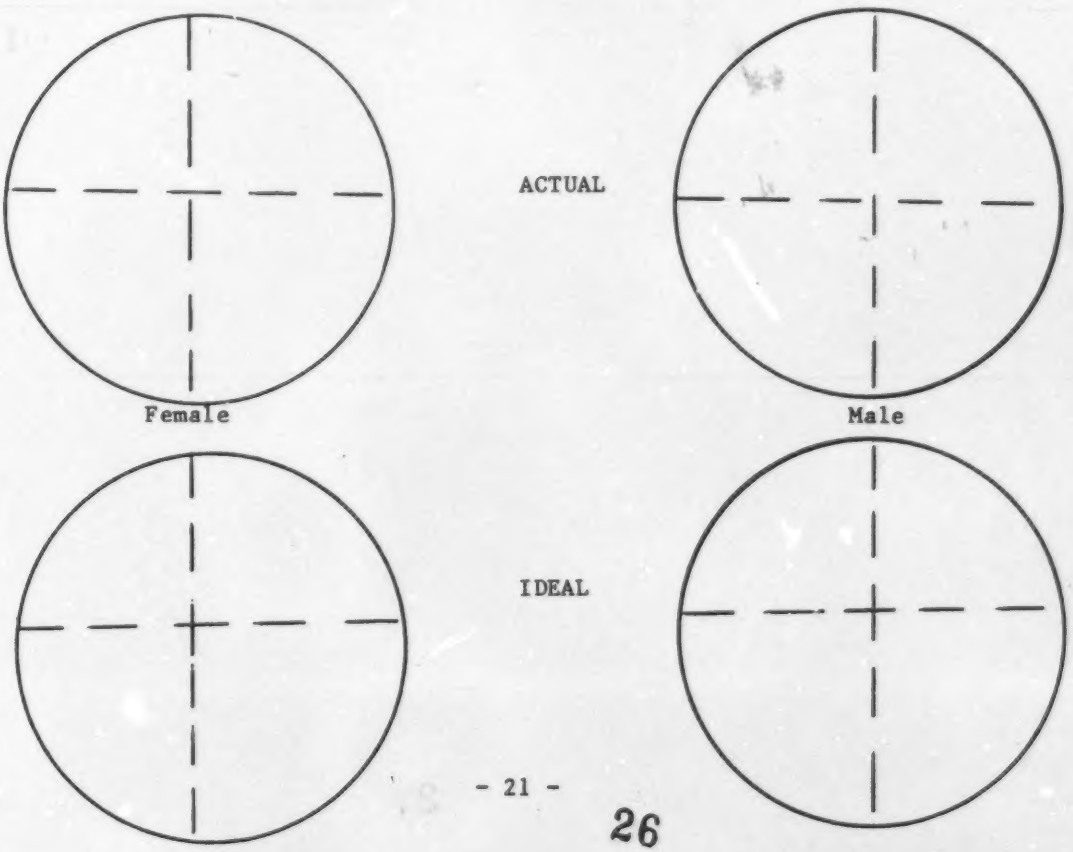
There are four circles, two for the woman/wife and two for the man/husband.

In the first circle, we will look at how you (woman/wife and man/husband) spend a typical day. Divide the circle into four quarters using dotted lines. Each slice represents six hours. Then estimate the hours according to how you use your time in a 24-hour period, i.e., sleep, employment, housework, school, socializing with friends, school or business homework, with the family including meals, . . . these reflect your various roles.

Your estimates will not be exact, but they should add up to 24 hours.

Draw a slice in your pie to represent proportionately the part of the day you spend on each category. Choose a typical day.

Next, divide your pie up in the proportions you would like to have in a 24-hour period. This is your ideal pie.



LEARNING ACTIVITY A cont.

1. Is there a difference between your actual and ideal pie?

2. Are you satisfied with the relative sizes of your slices? Your spouse's?

3. Would your family's relationship benefit by a restructuring of your pie? Your spouse's?

4. Realistically, is there anything you can do to change the size of some of your slices? How?

Adapted from Simon/Howe/Kirschenbaum, Values Clarification, Hart Publishing Co., Inc. New York, 1972, pp. 228-31.

LEARNING ACTIVITY B

VALUE CLARIFICATION

The following two pages are values clarification exercises. Rank the instrumental and ultimate values from 1-18, 1 = highest, 18 = lowest.

INSTRUMENTAL VALUES

____Ambitious (hard working-aspiring)
____Broadminded (open-minded)
____Capable (competent, effective)
____Cheerful (lighthearted, joyful)
____Clean (neat, tidy)
____Corageous (standing up for your beliefs)
____Forgiving (willing to pardon others)
____Helpful (working for the welfare of others)
____Honest (sincere, truthful)
____Imaginative (darling, creative)
____Independent (self-reliant, self-sufficient)
____Intellectual (intelligent, reflective)
____Logical (consistent, rational)
____Loving (affectionate, tender)
____Obedient (dutiful, respectful)
____Polite (courteous, well-mannered)
____Responsible (dependable, reliable)
____Self-controlled (restrained, self-disciplined)

List developed by Milton Rokeach, 1967.

LEARNING ACTIVITY B cont.

ULTIMATE VALUES

Rate according to importance (1,2,3, etc.)

____Comfortable life (prosperous life)
____Exciting life (stimulating, active life)
____Sense of accomplishment (lasting contribution)
____World at peace (free of war and conflict)
____World at beauty (beauty of nature and the arts)
____Equality (brotherhood, equal opportunity for all)
____Family security (taking care of loved ones)
____Freedom (independence, free choice)
____Happiness (contentedness)
____Inner harmony (freedom from inner conflict)
____Mature love (sexual and spiritual intimacy)
____National security (protection for attach)
____Pleasure (an enjoyable leisurly life)
____Salvation (saved, eternal life)
____Social recognition (respect admiration)
____Self-respect (self-esteem)
____True friendship (close companionship)
____Wisdom (a mature understanding of me)

Based on the two values exercises, answer the following open-ended question:

I learned . . .

LEARNING ACTIVITY C

COMMUNICATION INVENTORY QUESTIONNAIRE

The following questions refer to your ability to communicate with a partner, family or any particular group with which you are in close contact or frequent association, or an individual with which you are in close contact or frequent association.

Answer the questions with an F for false or a T for true.

____I find myself communicating more or less than five years ago.

____I find I can communicate better with others if I can communicate at home.

____I enjoy taking time to talk to others about their problems.

____I have a hard time finding time to discuss my problems or anyone else's.

____I feel uncomfortable discussing my problems and feelings, I have never learned how to express this.

____I feel so much better after sharing my feelings to someone willing to listen.

When I'm involved in a discussion of differences with someone else:

____We usually discuss calmly, rationally and peacefully.

____I usually need time to cool off.

____It starts out peaceful, but I get emotional.

____It starts our peaceful, but my partner gets emotional.

____I usually get defensive.

____My partner usually gets defensive.

____I keep differences to myself.

____My partner holds back differences.

____I usually bring up the problem.

____My partner usually brings up the problem.

____I do most of the talking.

____My partner does most of the talking.

After discussing and communicating:

_____ We usually get nothing resolved.
_____ I usually get my way.
_____ My partner usually get his/her way.
_____ I compromise readily.
_____ My partner compromises readily.
_____ I compromise reluctantly.
_____ My partner compromises reluctantly.

When conflict goes unresolved during communication:

_____ I leave the room.
_____ My partner leaves the room.
_____ I slam doors in a rage.
_____ My partner slams doors in a rage.
_____ I light a cigarette or pour a drink.
_____ My partner lights a cigarette or pours a drink.
_____ I refuse to be affectionate, or show social courtesies.
_____ My partner refuses to be affectionate, or show social courtesies.
_____ I physically strike or slap.
_____ My partner physically strikes or slaps.
_____ We agree to postpone discussion until a later time.

Review your questionnaire answers.
Do any patterns develop?

What areas might you improve in?

SEMINAR QUESTIONS

Answer the following questions and be prepared to share comments in class discussion.

1. If the choice were a man or a woman, who should do the:

   A. House cleaning — Why?
   B. Yard work — Why?
   C. Child care — Why?
   D. Cooking — Why?
   E. Meal planning — Why?
   F. Laundry — Why?
   G. Entertainment planning — Why?

2. What is the basis for the division of labor around the home between the sexes?

3. Are your attitudes about female and male roles the same as your parents? Different? Can you explain?

4. How has each of our institutions - government, church, financial, school, legal, etc. helped reinforce sex role stereotypes?

5. What steps might you take as an individual family member to relieve the stress resulting from role conflicts or differing values?

SESSION TWO

What To Do With the Kids

Student Learning Objectives

Background Notes

Learning Activity A - Child Care Services

Seminar Questions

Session Two: CHLILDREN AND PARENTS (or WHAT TO DO WITH THE KIDS)

Student Learning Objectives:

1. Describe ways of meeting social, emotional and intellectual needs of children.

2. Analyze the influence of two or more children on family members.

3. Identify characteristics of quality care for children outside the home.

Concepts:

All adults participate in the provision of a quality growing environment for children.

The lives of all family members are integrally involved with the work world.

Being a parent may be enriching but can also cause stress in a relationship partly becuase of the loss of free time.

"Role strain" is not caused by combining a job and marriage but rather is connected to having children.

Satisfactory child care is essentail to the success of an employed parent.

Child care is the family work most likely to be shared by contemporary couples - though fathers tend to engage in play activities while mothers do maintenance duties.

Sharing responsibility for children requires that women give up imposing their own standards.

BACKGROUND NOTES

How Children's Basic Needs Can Be Met In Day Care Centers

The basic needs of young children that must be met by child care services have been assessed as the following.:

1. Adequate nourishment
2. Adequate physical care
3. Security to develop basic trust
4. Chance to develop individuality
5. Rich, stimulating environment attended by adults who respond lovingly
6. Encouragement by others to explore the world
7. Chance to interact with othr persons, peers, siblings, adults, etc.

For those needs to be met, what are the opportunities for learning and developing that should be provided by a child care center?

1. Learn about self and others
2. Develop social relations
3. Learn about outer world
4. Learn to deal with reality
5. Have creative and aesthetic experiences
6. Develop small and large muscle activities
7. Take responsibility for bodily needs

Finally, for need to be met and learning to occur, look for these characteristics in a good comprehensive day care program:

1. A good day care program is not designed to develop only one kind of person but rather to encourage each child's capacity to be unique in achievement and contributions.

2. A good day care program recognizes the essential component of education. Provision for adequately trained and experienced personnel who will design and implement appropriate curriculum for the children must be a requirement.

3. A good day care center or home aims to foster healthy growth and development of children in relation to their needs. Day care should give children needed attention, affection and stability.

4. A good day care center or home includes the family in planning, operation and evaluation of the environment in which their children live each day.

One should be careful then, not to endorse just any day care program. We must emphasize the need for high quality programs which address children's social, psychological, intellectual and physical needs. This is not a simple task.

Above concepts courtesy of Mrs. Sherrill Richardz,
Assistant Professor, Child and Family Studies,
Washington State University.

	Day Care Center	Private Home	Parent Co-op	Play School	Montessori	Head start
are meals provided	yes, if needed	if needed	snacks	seldom	often times	yes
type of child care provided	develop-mental; some comprehensive	custodial	develop-mental	custodial	develop-mental	compre-hensive
ages of children accepted	8 weeks-14 years	up to the individual	3-5	no limit	3-5	3-6
hours of operation (average)	varies; 7:00 a.m. - 6:00 p.m.	up to the individual	usually part-day for 2-3 hours per session	8:00 a.m. - 5:00 p.m. for short periods or specific times in short segments	8:00 a.m. - 3:00 p.m.	depends on com-munity
trained personnel holding a certificate	yes	seldom	yes	not always	yes	yes
require licensing	yes	if charge a fee, licensing required	yes	not always	yes	yes
tuition or fees	moderate to high	lower	moderate	moderate	high	none
aides or volunteers utilized	often	seldom	parents act as aides	some	yes, often	yes
governing body	board	individual	parents	head of organization supporting school	head teacher	government of school
number of children accepted	8-10 up to over 100, depending on type of facilities and staff available	maximum of 5	varies with facilities and staff	varies with facilities and staff	number determined by staff available	deter-mined by number of staff & facilities

Most of all day care services in the United States take place in private home settings. In an attempt to locate a QUALITY family day care home, here are some suggestions for the parent to look for:

1. Make sure the home is safe:
    a. Room for indoor play and napping
    b. Fenced in outdoor yard
    c. Lead-free wall paint
    d. Well lighted rooms
    e. Adequate heating and ventilation
    f. Kitchen and bathrooms have locks on cabinets containing chemicals, poisons or medicines and utility tools
    g. Guarded stairway
    h. Emergency phone numbers readily available, first-aid kit, fire extinguisher
    i. Place to keep an ill child

2. Talk to the care giver:
    a. How does the care giver feel about children?
    b. Are the discipline methods the care giver uses compatible with yours?
    c. Does the care giver listen to the children when they talk?

ALL BACKGROUND NOTES for Session Two were adapted from material in The Impact of Changing Roles by Diana Anson and MaRVA Pelander, Washington State University, 1976.

LEARNING ACTIVITY A

In small groups, discuss the following questions:

1. There are many types of child care services available for parents who need help in caring for their children while they are at work. Identify those services with which you are acquainted.

2. Suppose you are in need of a child care service for your child, or know of someone whose children need caring for while the parent(s) is at work. What are some important features of the service you would consider or would suggest someone else consider before making a decision?

SEMINAR QUESTIONS

1. How do YOU define the term "parenting"?

2. What are some needs you feel all children have?

3. How would you explain the difference between custodial care for children and comprehensive care?

4. What changes may occur in family member roles, philosophy, and values when there is more than one child?

SESSION THREE

Management for Survival

Student Learning Objectives

Background Notes

Learning Activity A - The Family Money Questionnaire

Learning Activity B - Economic Value System

Seminar Questions

Session Three: MANAGEMENT FOR SURVIVAL

Student Learning Objectives:

1. Describe how resources may be allocated and managed to meet the needs of all family members.

2. Identify personal values and goals which may influence selection of money management plans.

3. Analyze the impact of housing conditions on physical, social and psychological well being of individuals.

Concepts:

The way a couple handles money reveals a lot about their relationship.

Money is power - fights over money are nearly always fights over other things.

Handling money can be a source of strife for some and a source of solidarity for others.

There is no perfect financial arrangement.

Money readily points out value differences.

The presence of children alters established decision-making processes regarding money.

Time management is dependent upon the participation of all family members based upon identified values and goals.

BACKGROUND NOTES

For those individuals who desire to successfully manage in a multiple role situation, a common pattern appears to be developing. Some form of negotiated agreement on household maintenance needs to be decided by honest communication. Such an agreement need not be a written one although many partners have such an arrangement.

The way a family or partners come to grips with the division of tasks differs due to interest, time and sdchedule, what one enjoys doing, the amount of time and energy before and after employment, experience at a task, willingness to try a new task, trading off of undesirable tasks and involving the children, if possible.

One needs to stress that in families where one member is not gainfully employed, it must be recognized that this person's roles in community activities, volunteer work or in the political system, for example, are of equal importance to the provider role and the welfare of society, and must be considered as an essentail role also.

In order to survive while achieving an identified personal or family life style, it is essential to make a plan for using time and energy. The steps are:

1. Determine how much time you have.
2. Determine what needs to be done and what you would like to do in that time.
3. Select the best time to attack various tasks.
4. Determine your housekeeping standards to be maintained with the time and energy available.
5. Determine what services are available and usable for those chores you do not like or do not have time to do, but need to be done.

Statistics continue to show that employed women carry greater responsibility for household decisions and maintenance than their male partners, regardless of education, income or hours worked. Even in more egalitarian relationships where men have assumed the actual doing of some tasks, such as laundry or cooking, women tend to be responsible for major (and many minor) decisions related to those tasks.

LEARNING ACTIVITY A

The Family - Money Questionnaire

Wives and husbands or partners should answer these questions separately, in writing, and then compare answers. The discrepancies that turn up can open the way for useful discussion of family practices and attitudes concerning money.

1. Which of the following would best describe your attitude toward money?
   a. too thrifty_____
   b. too easygoing_____
   c. too worrisome_____
   d. other_____
2. Which would describe your spouse's attitude?_____
3. In general, does it seem to you that you worry a great deal about money?_____Does your spouse?_____
4. What money problem is the most frequent source of disagreement?_____
5. Do you think you have a better money sense than your spouse?_____
6. If your family had to cut down sharply, where would you first cut expenditures?_____
   Where would your spouse?_____
7. If you came into $10,000 suddenly, what would you do with it?_____Your spouse?_____
8. What was the most foolish thing you ever did with money since marriage?_____
   Your spouse?_____
9. What's the most you'd spend on your own, without discussing it with your spouse, apart from regular household expenditures?_____
10. What was the most sensible thing you ever did with money since marriage?_____
11. What's your family's monthly take-home pay?_____
12. Approximately how much does your family spend per month for the followig important budget items:
    a. rent or mortgage and taxes_____
    b. food_____
    c. clothes_____
    d. entertainment_____
    e. contributions_____
13. Do you feel that any of this is out of line?_____
    Which one?_____How much should it be?_____

14. How much does your family save a month, excluding insurance? _____
    Do you think it is enough? _____
    How much would you like to save monthly out of your present income? _____
15. Has your attitude toward money changed since marriage? _____
    If so, in what way? _____
16. How much does your family pay out a month on installment dept for major appliances or a car? _____
    Do you feel this is too much? _____
    What would be a more comfortable figure for you? _____
    Does installment buying in general make you feel uncomfortable or nervous? _____
17. How much life insurance does your family have? _____
    Do you feel this is enough? _____
    If not, how much do you feel you should have at this stage? _____
18. Does your family have medical coverage? _____
    Do you feel it is adequate? _____
    If not, what changes would you make? _____
19. Do you expect your financial situation will change much within the next five years? _____
    If so, roughly how much more do you think will be added to the family income? _____ or less? _____
20. If you need $1,000 quickly, to whom or where would you turn? _____
21. It really hurts to spend money on _____
22. You would really love to splurge on _____

LEARNING ACTIVITY B

The purpose of this self-study is to better understand the financial choices one makes. You will make judgments about 75 statements. Please make judgments on the basis of what this means to you . . . YOUR VALUE SYSTEM . . . YOUR PHILOSOPHY.

Read each statement and judge on a scale ranging from "most like me" to "least like me." Circle the number according to the following key:

1 Most like me
2 Slightly like me
3 Neutral, indifferent or irrelevant
4 Slightly unlike me
5 Least like me

Examples

1 2 3 4 5 (P) Children should work for an allowance.
1 2 3 4 5 (Z) My time is too valuable to do community volunteer work.
1 2 3 4 5 (T) Paying cash is better management.

You may find it difficult to judge some statements on the scale. It is your first impression, your immediate "feeling" that is wanted. Do not look back and forth through the items. Judge each statement . . . do not omit any item.

SCALE		Economic Value System Statements
1 2 3 4 5	(A)	Clothes should look expensive.
1 2 3 4 5	(A)	A fancy car and a good-looking house spell success.
1 2 3 4 5	(B)	Thrifty people manage best.
1 2 3 4 5	(D)	It would be easy to spend $5,000 in just a couple of days.
1 2 3 4 5	(C)	The purpose of money is to serve the family--not to be served by the family.
1 2 3 4 5	(C)	It's all a matter of deciding what things are most important and then planning outgo to fit income.
1 2 3 4 5	(D)	A list of "things to buy someday" is usually endless.
1 2 3 4 5	(E)	Live with confidence in the future and the help of the installment plan.
1 2 3 4 5	(E)	Just wait and money problems either go away or take care of themselves.
1 2 3 4 5	(A)	A big income means that a person has really arrived.
1 2 3 4 5	(A)	A person has to look successful.

1 Most like me
2 Slightly like me
3 Neutral, indifferent or irrelevant
4 Slightly unlike me
5 Least like me

1 2 3 4 5 (B) Having no cash savings is frightening.
1 2 3 4 5 (B) Look around until you find the best price.
1 2 3 4 5 (B) Don't buy until you have to have something and then try to be sure.
1 2 3 4 5 (C) It's hard to see why a person would let himself become a slave to money.
1 2 3 4 5 (E) No system or plan--if you're spending too much just stop.
1 2 3 4 5 (D) If you want something you should have it right now.
1 2 3 4 5 (C) Money doesn't buy happiness.
1 2 3 4 5 (B) There should always be a good balance in the checkbook for emergencies.
1 2 3 4 5 (D) A person is entitled to some of the "nice things" from life.
1 2 3 4 5 (E) If there's really serious financial problems, someone will always help.
1 2 3 4 5 (A) Children should live in a neighborhood that will bring them into contact with important people.
1 2 3 4 5 (A) Money and prestige--they go hand-in-hand.
1 2 3 4 5 (B) When the price of something you need is two for ____, it's best to always get two.
1 2 3 4 5 (D) It's terrible to have to wait for something you really want.
1 2 3 4 5 (C) There are a lot of things more important than money.
1 2 3 4 5 (B) Every penny should be carefully watched.
1 2 3 4 5 (D) Money is to spend.
1 2 3 4 5 (A) You must spend a little more than you can afford to get ahead in life.
1 2 3 4 5 (E) If you need money it will come from somewhere.
1 2 3 4 5 (D) There are always more things to do than there is money to do with.

1 Most like me
2 Slightly like me
3 Neutral, indifferent or irrelevant
4 Slightly unlike me
5 Least like me

1 2 3 4 5	(C)	Enough money to live comfortable, but not necessarily luxuriously--that's enough for happiness.
1 2 3 4 5	(B)	A certain amount of money should be allotted for each item each month.
1 2 3 4 5	(A)	Nothing is too good for one's children.
1 2 3 4 5	(C)	It seems silly to try to keep up with the Joneses.
1 2 3 4 5	(E)	Worrying about money never helps.
1 2 3 4 5	(B)	Spend only for necessities.
1 2 3 4 5	(A)	None of that cheap stuff is worth much.
1 2 3 4 5	(C)	We spend our money on what we care most about.
1 2 3 4 5	(B)	Don't buy anthing unless there's enough money to pay for it.
1 2 3 4 5	(E)	Live from paycheck and don't fret about it.
1 2 3 4 5	(D)	No matter how much you have you want more.
1 2 3 4 5	(A)	A good address is really necessary.
1 2 3 4 5	(C)	It's easy to have fun with simple things, not necessarily connected with spending money.
1 2 3 4 5	(D)	Happiness is buying something brand-new.
1 2 3 4 5	(A)	I'd love to have nothing but the best.
1 2 3 4 5	(E)	A person can get along without saving.
1 2 3 4 5	(D)	The more money you make, the less you have left.
1 2 3 4 5	(C)	Children should learn not to put a dollar value on everything.
1 2 3 4 5	(D)	What did people ever do before credit?
1 2 3 4 5	(A)	Buying at the best stores is important.
1 2 3 4 5	(C)	Education, the warmth of a family life, trips together shared pleasures--these are the real products of a family.

1 Most like me
2 Slightly like me
3 Neutral, indifferent or irrelevant
4 Slightly unlike me
5 Least like me

1 2 3 4 5 (C) It's nice to make things, even if you can afford to buy them.
1 2 3 4 5 (E) Why worry about money?
1 2 3 4 5 (A) If you have to scrimp and save other people shouldn't know.
1 2 3 4 5 (D) Does anyone ever relly have enough--money or things?
1 2 3 4 5 (C) A lot of money would be nice, but not really essential.
1 2 3 4 5 (A) Children should go to the top schools; cost is secondary.
1 2 3 4 5 (E) Why even try to make any plans about money?
1 2 3 4 5 (D) It would be wonderful to be a millionaire--all that money just to spend.
1 2 3 4 5 (D) Walking through stores can be depressing--there's so much to see that you'd like to have.
1 2 3 4 5 (C) If the choice was between a job with long hours and high income and one with a somewhat lower income and more time for oneself, the second one will be far better.
1 2 3 4 5 (A) At a restaurant, it's nice to be the one who picks up the check for the whole group.
1 2 3 4 5 (C) It doesn't make sense to want the best, the nicest, and the shiniest, just because it is the best, the nicest, and the shiniest.
1 2 3 4 5 (E) There's no need to worry even if there isn't a cent in the bank.
1 2 3 4 5 (D) What's more fun than just spending money?
1 2 3 4 5 (E) You can get by without insurance or hospitalization--just count on your guardian angel.
1 2 3 4 5 (B) Paying in cash is the best way.
1 2 3 4 5 (B) There's no need to budget--either you have it or you don't.
1 2 3 4 5 (B) It's a good feeling to have money in your pocket.
1 2 3 4 5 (E) Keeping track of every penny and nickel can drive a person crazy.
1 2 3 4 5 (B) A person can't have too much insurance.
1 2 3 4 5 (E) A budget is only for someone who thinks money is everything.
1 2 3 4 5 (B) Every debt should be cleared up as one goes along.

LEARNING ACTIVITY B cont.

Explanation of Your Score on Economic Value System

To the left of every statement is a letter in ( ), from A-E. Total up the numbers for each letter, A, B, C, D, & E. Include all questions. The letter with the lowest score represents your economic value system. What does your attitude tend to be regarding money?

A = Money represents status.

B = Money represents financial security.

C = Money is a means not an end philosophy.

D = Money is a priority.

E = One has an idealistic, carefare disposition about money.

Do you agaree or disagree with your score? Why?

Adapted from: ECNOMIC VALUE SYSTEM by J. Hogan and reproduced as a part of The Impact of Changing Roles, Anson and Pelander, Washington State University, 1976.

SEMINAR QUESTIONS

Answer the following questions and be prepared to share comments in class discussion.

1. What effect do you think outside employment has on the division of responsibility within a family?

2. a. Describe the aspects of a living environment which are essential to your personal well being (clean, orderly, systematic confusion, etc.).

   b. How may your feelings differ from those of other family members?

3. What changes need to be implemented in order for your present living environment to be more nearly compatible with your personal values and long term goals?

   List the changes in the appropriate column.

Shift Responsibilities	Lower Standards	Economic Outlay

SESSION FOUR

Food as a Life Style

Student Learning Objectives

Basic Nutrition Principles

Learning Activity A - Food Intake Record

Learning Activity B

Seminar Questions

Session Four: FOOD AS A LIFE STYLE

Student Learning Objectives:

1. Analyze the environmental, social and cultural factors which determnine how individuals make food choices.

2. Analyze the relationship between individual and family values and decisions made regarding selection, preparation and service of food.

3. Apply basic nutrition principles to maintain personal appearances and mental, physical and emotional health.

Concepts:

Family food choices are made increasingly by men.

Preparation chores are frequently shared by family members.

Food habits are part of a total life style of individuals and families.

The most important thing about food is how you feel about it.

Nutrition knowledge is tempered by social and economic considerations.

BASIC NUTRITION PRINCIPLES

Nutritional adequacy is more easily obtained when a wide variety of foods are eaten with some from each food group.

Butter, margarine, sourcream, salad dressing, jam, coffe, tea, etc. do not belong to a food group. They have insignificant nutritional contributions and are frequently overloaded with sugar and fat as well as water.

Current dietary guidelines call for decreased intake of salt, sugar and fat; with increased intake of complex carbohydrates (those containing startch and fiber).

Appropriate weight may be maintained by taking in only as many calories as necessary to support activity. (If you take in more than you use, weight will increase.)

There are essentail nutrients which can not be made by the body. These nutrients must come from the food eaten and include: protein, water, fat, carbohydrates, vitamins and minerals.

A nutritious diet is essential to an individuals appearance, mental, physical and emotional health.

THE FOUR FOOD GROUPS

Food Group	Sample Foods	Main Nutrient Contributions
Meat and meat substitutes	Beef, pork, lamb, fish, poultry, eggs, nuts, legumes	Protein, iron, riboflavin niacin, zinc, vitamin B_{12}
Milk and milk products	Milk, yogurt, cheese, cottage cheese, ice cream	Calcium, protein zinc, riboflavin, vitamin B_{12}
Fruits and vegetables	All	Vitamin A, vitamin C
Grains (bread and cereal products)	All whole-grain and enriched flours	Additional amounts of niacin, iron thiamin

Dark green and orange vegetables are good sources of vitamin A; most other fruits and vegetable are not.

Citrus fruits and green leafy vegetables are good sources of vitamin C.

Whole grains include wheat, oats, rice, barley, rye and bulgar and provide most of the complex carbohydrates in the diet.

Recommended servings per average adult are:

Meat group - 2 servings

Diary group - 2 servings

Fruits and vegetables - 4 servings

Grains - 4 servings

LEARNING ACTIVITY A

Students record food intake for a week (between sessions three and four).

Include all snacks, meals at home and meals eaten out.

If possible include a weekend, as those times frequently vary from weekday patterns.

As foods are recorded, students identify why food was selected using the reasons from the following list.

1. Personal preference (I like it).
2. Social pressure (I couldn't refuse).
3. Familiarity (it was the food I knew).
4. Availability (I was hungry, and it was the only food offered).
5. Economy (it was the only food I could afford).
6. Convenience (I was too rushed to prepare anything else).
7. Nutritional value (I thought it was good for me).
8. Other (explain).

Students should be sure to bring the record to class for Session Four.

LEARNING ACTIVITY B

1. Using personal food record from Learning Activity A, compare food choices to the Four Food Groups.

   Which groups have "adequate" servings per day?

   Which groups are "minimal" in the number of servings per day?

   Is the number of servings per group better when measured over the week rather than by the day?

2. Estimate whether amounts of butter, jam, coffee, soft drinks, tea and alcohol etc. are "about right:" or are "excessive".

3. Using Four Food Groups, Basic Nutrition Principles and personal food record, suggest changes in personal diet which would more nearly meet individual or family values, goals and desire for quality of life.

SEMINAR QUESTIONS

Answer the following questions and be prepared to share comments in class discussion.

1. Based upon previous learning activities related to values and philosophy of life, what is the relationship between food eaten and personal values?

2. Under what conditions were most meals eaten (in the car, standing-up, in front of TV, or a set table, etc.)?

3. How frequently were foods eaten with other people present?

4. Food is often considered a socializer. Why?

5. What do the results of Learning Activity A and B tell you about personal values? Would your spouse or other family members have similar values?

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